



SAN JUAN UNIFIED SCHOOL DISTRICT

POSITION CODE: 231
MANAGEMENT GROUP
MANAGEMENT SERIES, SALARY RANGE 25
Page 1 of 2

POSITION: Director, Equity and Student Achievement

DEFINITION: Under general direction provides district leadership in the development, implementation, and monitoring of systems, policies, and core practices specifically related to closing the achievement gaps and student access issues for underserved students. The primary responsibilities of the position are to lead the district and schools in focusing on 1) identifying the instructional needs of underserved students, data monitoring and research and development of action steps to improve student achievement and 2) improving the college and career readiness of underserved students through increased representation in Pre-K–12 college preparatory courses.

DIRECTLY RESPONSIBLE TO: Assistant Superintendent of Educational Services

SUPERVISOR OVER: Certificated and classified personnel as assigned.

DUTIES AND RESPONSIBILITIES (Responsibilities will include, but not be limited to):

1. Provides leadership and direction in the area of 21st century professional learning aligned to the District Strategic Plan for San Juan USD schools;
2. Coordinates work with students, teachers, administrators, and district staff;
3. Assumes responsibility for, and guides, the preparation, operation, and evaluation of department budget, grant proposals, bid requests, service agreements, and work with consultants and researchers.
4. Researches, plans, implements and evaluates district-wide equity initiatives related to equity and student achievement.
5. Drafts and/or implements equity practices/policies.
6. Collaborates with various district departments and sites to provide leadership and guidance in the development and implementation of all district initiatives related to academic core instruction and teaching effectiveness, including curriculum, instruction, assessment, multi-tiered systems of support, and culturally and linguistically responsive practices (CLR).
7. Conducts internal review and evaluation of existing resources and programs established to support underserved students.
8. Plans, implements and evaluates district-wide initiatives to close the achievement and access gaps in the academic core.
9. Provides leadership and oversight to the development and advancement of systemic strategies to ensure that all underserved students are prepared for and enroll in advance level courses leading to college preparedness.
10. Seeks out and actively collaborates with university and college faculty, staff and research programs, governmental agencies, research organizations, and community organizations focused on policies and teaching strategies that close the achievement gap in efforts to implement promising and proven strategies in the district.
11. Serves as district liaison in the community to seek out, support in implementation of successful strategies to close the achievement gap (including drop-out prevention and credit recovery), and to meet the needs of underserved students.

Director, Equity and Student Achievement
Page 2 of 2

12. Participates in collaboration with school-based and non-school-based staff in the identification and selection of students eligible for programs and services.
13. Designs and implements pilots and analyze resulting student achievement data in relation to strategies and programs related to closing the achievement gap prior to full implementation to measure effectiveness of program.
14. Assists in the establishment of improvement benchmarks for underserved students and prepare reports on key initiatives.
15. Actively researches best practices and local, state and federal government policies related to achievement gap issues. Communicates findings to appropriate stakeholders on a regular basis.
16. Develops comprehensive communication plan regarding progress of work.
17. Collaboratively plans and implements relevant professional development with district departments and divisions.
18. Performs other tasks as assigned.

QUALIFICATION:

Training, Education and Experience: Must possess a California administrative services credential.

Knowledge and skills: Demonstration and evidence of the ability to improve student learning and achievement; demonstration and evidence of ability to advocate for needs of underserved students; demonstration and evidence of the ability to manage human and financial resources; demonstration and evidence of ability to work with diverse communities and staff; implementation of theory and practice in school reform, instruction, curriculum, and assessment; researches, plans, implements and evaluates district-wide equity initiatives related to equity and student achievement; draft and/or implement equity practices/policies; knowledge of effective implementation of curriculum development, instructional strategies, professional development and technology applications resulting in improved student learning; knowledge of current trends in educational research and effective, research-based adult learning and instructional practices.

WORKING CONDITIONS:

Work Environment:

Indoor office environment; may drive a vehicle to conduct work; continuous contact with staff and the public.

Typical Physical Characteristics:

With or without the use of aids, sufficient vision to read printed material; sufficient hearing to hear normal and telephone conversations; ability to speak in an understandable voice with sufficient volume to be heard in normal conversation; manual dexterity to write and operate telephone and business machines; sufficient mobility to visit district sites, county/agency offices and client homes; physical, mental and emotional stamina to endure long hours under sometimes stressful conditions.

Other Characteristics:

Possession of a valid California driver's license; willing to work additional hours periodically; willing to travel locally.

Board Approved: March 10, 2015